DOCUMENT RESUME

ED 256 008 EA 017 578

AUTHOR Larkin, Ronald F.
TITLE Achievement Directed Leadership: A Superintendent's Perspective.
PUB DATE Apr 84
NOTE 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23-27, 1984).
PUB TYPE Speeches/Conference Papers (150) -- Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Academic Achievement; Curriculum Development; *Educational Administration; *Educational Change; Educational Planning; Educational Research; Elementary Secondary Education; Inservice Education; Instructional Development; Objectives; Organizational Communication; Parent School Relationship; School Community Relationship; *School Effectiveness; *Scores; Staff Development; Student Development; *Superintendents; Teacher Effectiveness
IDENTIFIERS Achievement Directed Leadership; New Brunswick; Research for Better Schools Incorporated

ABSTRACT

The research on effective schools has identified the superintendent's role as critical in the success of school improvement efforts. The New Brunswick school improvement program is featured as an example of a successful program. In 1980 the New Brunswick school system selected a new superintendent who faced a district with myriad problems including: poor self-image, low student test scores, disjointed central office leadership, community unrest, and poor communication. During the first year the superintendent set up a Department of Curriculum and Instruction; phased out the junior high; and took steps to increase communication between the school, community, and parents. In 1981 the school system and Research for Better Schools (RBS), Inc. reached an agreement to develop Achievement Directed Leadership (ADL) as a tool for change in the district. A detailed plan was designed to implement the program. The leadership of the superintendent was crucial in establishing the program, which included extensive staff development training in the methods of ADL. The outcome of the collaborative effort of the RBS and the New Brunswick public schools is impressive. The district has improved dramatically at all levels in a relatively short period of time. Included are tables reflecting student improvement in test scores, and the timetable used for the improvement program. Also included is a bibliography. (MD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED256008

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Ronald F. Larkin
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

ACHIEVEMENT DIRECTED LEADERSHIP

A Superintendent's Perspective

A Paper Presented at the
A.E.R.A. Annual Meeting
New Orleans, Louisiana
April, 1984

Presented by:

Dr. Ronald F. Larkin
Superintendent of Schools
New Brunswick, New Jersey

EA 017 578

ACHIEVEMENT DIRECTED LEADERSHIP
A Superintendent's Perspective

This paper presents a superintendent's perspective of a districtwide school improvement effort begun in 1980. A central thrust of this effort was implementation of Achievement Directed Leadership, a research-based and organization staff development program developed by Research for Better Schools, Inc., of Philadelphia. This program is aimed at helping educators improve basic skills instruction and, ultimately, student achievement. It calls for a "top-down" installation process, but once the improvement approach is in place, decisions about the staff and organization development are guided by information flowing up from teachers to principals to central office staff.

Research on Effective Schools

Recent research into effective schooling has produced an abundance of information on the characteristics of effective schools. Generally the studies seem to suggest that some or all of the characteristics discussed in the following subsections are present in effective schools.

Management Characteristics

1. The principals of effective schools are assertive leaders; they set goals and provide direction to their staff. They have a vision of where the school is going based upon values which can be, and are, publicly articulated (Weber, 1977; Brookover, Beady, Flood, Schweitzer, & Wisenbaker, 1979; Brookover & Lezotte, 1979; Austin, 1979; Venezky & Winfield, 1979).

2. The principals are achievement oriented. They stress academics and their personal use of time and their allocation of resources and rewards reflect this priority. Their goals tend to be expressed in terms of student learning (Venezky & Winfield, 1979; Kean, Summers, Raivetz, Farber, & Irvin, 1979; Brookover et al., 1979).

3. The principals emphasize evaluation of the school and its programs; they hold the staff accountable for results. They lead a process of problem identification and analysis to improve the performance of the school (Edmonds & Fredericksen, 1979; California Department of Education, 1970; Lipham, 1981; Cohen & Manasse, 1982).

4. The principals are active supervisors, spending considerable time in classrooms and in discussions with staff about curriculum and instruction. Their expertise in the technical processes of schooling is respected by the staff (Armor, Conry-Oseguera, Cox, King, McDonnell, Pascal, Pauly, & Zellman, 1976; Austin, 1979; Kean et al., 1979; Lipham, 1981; Venezky & Winfield, 1979; Cohen & Manasse, 1982).

5. The principals balance their strong leadership role with optimal autonomy for the teaching staff. They communicate effectively with staff and provide frequent feedback to teachers (Armor et al., 1976; Morris, Crowson, Hurwitz, & Porter-Gehrie, 1981; Brookover, Brady, & Warfield, 1981).

6. The principals provide for staff participation in the development of school policies and plans, the design and implementation of staff development, and other decisions affecting the work of the staff. They encourage teachers to work together cooperatively (Armor et al., 1976; California State Department of Education, 1980; Clark, Lotto, & McCarthy, 1980; Venezky & Winfield, 1979; Austin, 1979; New York State Department of Education, 1974; Spartz, Valdes, McCormick, Myers, & Geppart, 1977).

Organizational Characteristics

1. Clear goals and a strong consensus about the goals of the school are typical of highly effective schools. This permits proper resource and time allocations and shapes the daily operations of the building (Weber, 1977; Brookover et al., 1979; Brookover & Lezotte, 1979; Austin, 1979; Venezky & Winfield, 1979; Spartz et al., 1977).

2. Effective schools seek to maximize learning time. More time is obtained by reducing disruptions, improving scheduling, reducing student movement and non-academic events, extending the school day, and improving classroom management (Brookover et al., 1979; Spartz et al., 1977; Austin, 1979; Venezky & Winfield, 1979).

3. Aligned and articulated curriculum and high academic standards are features of effective schools (Venezky & Winfield, 1979; Brookover et al., 1979; Coleman, Hoffer, & Kilgore, 1981).

4. Stability of staff membership and a sense of community among the staff and students are related characteristics of effective schools. Frequent turnover in staffing disrupts programs and reduces goal consensus and

commitment. A strong sense of community identity contributes to high motivation, high levels of cooperation and trust, and reduces alienation and disruptive behavior (New York State Department of Education, 1974; Venezky & Winfield, 1979; Kean et al., 1979).

5. In effective schools, the staff have considerable autonomy to determine their policies and programs and to solve the problems they encounter in attempting to raise academic achievement (Rutter, Maughan, Ouston, & Smith, 1979; Brookover et al., 1981).

School Climate

1. High expectations of success and schoolwide recognition of academic achievement and progress are attributes of effective schools. The high expectations apply to effort and cooperation as well as to performance. Schoolwide recognition can be represented by honors, ceremonies, publications, announcements, rewards, posters, and other means of demonstrating the importance of achievement. The school takes visible pride in academic accomplishment (Brookover & Schneider, 1975; Austin, 1979; Weber, 1977; Venezky & Winfield, 1979; Brookover et al., 1979; Brookover & Lezotte, 1979; Edmonds, 1979; California Department of Education, 1980; Rutter et al., 1979).

2. Order, discipline, and a business-like atmosphere are found in effective schools. Rules are fairly enforced and discipline procedures are uniform throughout the school. The resulting sense of security and order builds responsibility and pride (Rutter et al., 1979; Edmonds, 1979; New York State Department of Education, 1974; Weber, 1977; Armor et al., 1976).

3. Effective schools have a cooperative and friendly atmosphere. Administration and staff work together and there is frequent communication between them. Teachers share materials and talk to each other frequently about curriculum and instruction (New York State Department of Education, 1974; Austin, 1979; Venezky & Winfield, 1979; California Department of Education, 1980; Armor et al., 1976).

4. The physical facilities need not be new or modern but they must be safe, clean, and provide adequate space for the work to be done. Attractive and pleasant working conditions contribute to higher levels of staff and student motivation and achievement (Rutter et al., 1979; Murnane, 1981; Coleman et al., 1981).

5. The faculty in effective schools takes responsibility for the outcomes of the educational programs and treats poor results as problems to be solved (Brookover et al.,1979; Brookover & Lezotte, 1979).

Armed with the belief that schools do make a difference, how do we use the findings listed above to make effective schools out of poor schools? That is the sixty-four thousand dollar question or, with inflation, the sixty-four million dollar question.

Using the Research

The use of research to improve schools is made difficult by myriad factors. In addition to the age-old problem of translating theory into practice, the inertia to change inherent in bureaucracies would seem to limit the utilization of effective school research. Furthermore, the structure of the school itself is very traditional, unchanged in its basic approach to schooling, despite the modernization of the outside society. Research indicates that little or no change will occur in schooling unless there is massive outside pressure on the system. Even then, resistance is great because the need for change originated outside the school. The climate of the school setting must be appropriate for effective innovation to be successful.

In an analysis of change and the reasons for resistance to change, Spicer (1977) stated that people, in general, are always changing their ways. Resistance occurs when three characteristics are present: (1) when change threatens their basic security; (2) when change is not understood; and (3) when the change is forced on them.

In addition, Katz (1975) states that changes in the school bureaucracy are not much more successful than attempts to change certain aspects of society. In fact, the system can easily work against innovation or change from the status quo. Again, the inherent nature of the school bureaucracy

may inhibit change. Sarason (1971) indicated that those involved in the school culture do not seek change readily or react to it with enthusiasm. Most of the time the intended gets lost within the structure of the organization and bureaucracy.

The effective schools literature identifies already existing characteristics of effective schools, but gives little attention to how to create these characteristics in less effective schools. The actual application of the research for school improvement is in its infancy, and has occurred most often on a school by school basis.

Although information on districtwide applications of the effective schools research is limited, Venezky and Winfield (1979) cited success in a small school district. Recently, St. Louis, Detroit, and other urban school districts also have attempted to use the concept of effective schooling to improve their schools on a districtwide basis.

The superintendent's role seems to be crucial to the success of change efforts, especially districtwide efforts. According to Brickell (1961), "The superintendent may not be--and frequently is not--the original source of interest in a new type of program, but unless he gives it his attention and actively promotes its use, it will not come into being " (pp.22-24). But is this 22 years old finding applicable today? A 1982 publication from the Wisconsin R&D Center notes that for 10 of 13 school change efforts, central administration played the key role in deciding to implement improvement efforts (Staff, Fall, 1981 - Winter, 1982). In March 1983, President Mary Gieller of the Association for Supervision and Curriculum Development noted (Staff, 1983) that school improvement "without the commitment of the board and superintendent, is often just so much paperwork."

The superintendent's involvement in the change effort is not sufficient in and of itself to insure the success of an improvement effort. Pincus and Williams (1979) studied five urban districts which attempted to introduce educational innovations. These researchers identified five critical elements contributing to a district's success or failure in implementing change. The five elements in the framework appear as follows:

- Establishing a zone of protective tolerance: Favorable conditions must exist for the design and implementation of planned change.
- Implementing the leadership component: A person or a group must recognize that the environment is ready for change and assert leadership to initiate and implement the change.
- Building an appropriate planning and delivery system: Some methods must be devised to allow the district to provide the benefits of the innovation to its clients.
- Deriving the benefits: Results must be positive and shared throughout the district.
- Maintaining stability: The effort must be institutionalized and the conditions that enabled the achievement of success must be monitored.

Creating Effective Schools in New Brunswick

By 1980, the New Brunswick school district was faced with the complicated task of improving the educational delivery system in an atmosphere of resistance to innovation or change. That something had to be done was all too apparent. At that time the school district consisted of 10 schools, 8 elementary, 1 junior high, and 1 high school. The racial makeup of student population was 63.5 percent Black, 24.9 percent Hispanic, and 10.2 percent White. Minimum Competency testing was introduced as part of the New Jersey T&E law of 1975. In 1978 New Brunswick s sixth grades scored 15.9 percent, the lowest score in the state for that grade in mathematics. Furthermore,

the districts' top leadership had experienced constant turnover. Since 1971 there had been eight superintendents. In addition, the district had been experiencing declining enrollments since the early 1970s.

In 1980, the New Brunswick school system selected its eighth superintendent in nine years. Faced with a district that had a poor self image, low test scores, disjointed central office leadership, community unrest, and poor communications, both internally and externally, a plan was needed to bring stability and structure to the district.

The 1980-81 school year was designated as a year for collecting data and reshaping the structure of the school system. The superintendent developed a mission statement which outlined his goals for the first year. The goals were:

1. to develop viable educational programs within the district;
2. to inspire parents, community, and school staff to focus on positive and meaningful learning for students;
3. to develop an effective communication system within the district.

While limited in scope, the goals provided for some significant changes within the district.

First, a Department of Curriculum and Instruction, with an assistant superintendent in charge of curriculum, was established. The district had no curricula for elementary reading or math, and no articulation between elementary and secondary programs.

Second, the junior high school was phased out and a Pre-K-8 program was established throughout the district.

Third, steps were taken to increase communication and interaction of the school system with business, community, and parents.

The 1980-81 school year was considered successful and the superintendent wasn't fired. Further investigation indicated general fullfillment of the three stated goals. Success stories were being recorded and a general improvement in morale was evident. Communication and policy direction were established and perceived as effective. However, something was missing.

It was clear that the improvements were incremental at best, and that except for tone and direction the future would be the same as the past. The test data revealed only slight increases in the Minimum Basic Skills test at grades 3, 6, 9, and 11. The district's CAT results were equally unimpressive. The district's educational future didn't seem bright.

In addition to restructuring the district and opening up lines of communication, the central office reviewed all school improvement programs underway in the district. In an attempt to give structure to the educational delivery system, all regular and extra programs were analyzed to determine if they should be continued, expanded, or deleted from the district educational program.

One program that emerged as exemplary was Achievement Directed Leadership. This program is based on recent research on effective teachers, schools, and school districts, coupled with research on the educational change process itself. The ADL approach draws on these three sets of research findings to provide staff development for instructional leadership at the district, building, and classroom level.

This staff development focuses on the use of a four-phase improvement cycle to identify and capitalize on opportunities for improving instruction and its support at each level of the system. Central to this process are

the strategies and procedures for integrated and cooperative action within and across levels of the district.

In the spring of 1981, a meeting was held with Research for Better Schools, Inc., to explore the adoption of the districtwide school improvement approach in the New Brunswick Public Schools. Research has indicated that neither effective instruction nor effective educational change are achieved without deliberate and focused efforts that are backed by the commitment of all the actors at all levels of the educational system. Therefore, a joint agreement was entered into by the New Brunswick Public Schools and Research for Better Schools, Inc., specifically outlining their roles and commitment to the program. This commitment entailed the trust, will, energy, and care of the people involved for the success of the joint venture.

It was agreed that RBS would commit to 50 on-site person days to the district effort, that RBS would collect data on the implementation at all levels of the district, as well as review data collected by New Brunswick personnel participating in the improvement approach.

The district's specific objectives in using Achievement Directed Leadership were:

- to focus the attention of all instructional staff on the dimensions of elementary classrooms and schools that are vitally related to the basic skills achievement of students (e.g., prior learning, student engaged time, coverage of criterion content, and academic performance)
- to establish elementary principals as instructional leaders responsible for the instructional effectiveness of their schools
- to provide planning, training, and supervision from the central office to help principals reach and sustain a high level of effectiveness as instructional leaders.

To ensure the achievement of these objectives, three major activities were identified for principals, teachers, and central office staff:

- orientation to the proposed instructional improvement effort
- training on classroom conditions that were strongly related to student achievement, on methods for collecting data, and on improving those conditions in the classroom
- implementation of the improvement approach in the elementary schools.

A detailed plan was designed to implement the program, including the orientation of central office leadership, supervisory personnel, and principals (see timeline for Proposed Improvement Activities). It was clear that the superintendent needed to be trained and must lead the entire process. Therefore, the superintendent, central office staff, and principals were trained by RBS in the management of instructional time and content and in the management and leadership skills needed to lead and support teachers' efforts to improve basic skills instruction. Following the ADL model, the principals were given responsibility for training teachers with assistance from supervisory personnel, and the principals were prepared for this role in their own training.

Training in the content variables of prior learning, coverage of criterion content, and academic performance was designed to build on the district's work in mapping of the reading and mathematics curricula. The administrators were trained to assist teachers in developing instructional plans that reflected students' prior knowledge as well as mapping out the expected skills needed for mastery of the curriculum and improved achievement on the MBS test and the yearly assessment instrument, the CAT. Emphasis was given to scoping the annual plan for each classroom according

Timeline for Proposed Improvement Activities

RBS and EIC will facilitate district's implementing and supporting approach, with training focusing on principals and supervisors. RBS and EIC will work with district staff and principals, who will in turn work with teachers.

Orientation

RBS and EIC provide orientation to district staff and principals.

District staff and principals orient teachers.

Content Training

RBS and EIC work with district staff to integrate content training with use of district Basic Skills Management Plan.

District trains principals.

District staff and principals train teachers.

Time Training

RBS and EIC train district staff and principals.

District staff and principals train teachers.

Support Training

RBS and EIC provide training for district staff and principals in roles and functions necessary to support the approach.

Content & Time Implementation

RBS and EIC assist in implementation by meeting with district staff and principals.

District staff assist principals in implementation by observing and meeting with teachers.

As principals increase implementation capability, district can take more of a resource/facilitator role (not needed to be at all teacher meetings or conferences).

Support Implementation

RBS and EIC assist in implementation of support capability by meeting with district staff and principals.

Documentation

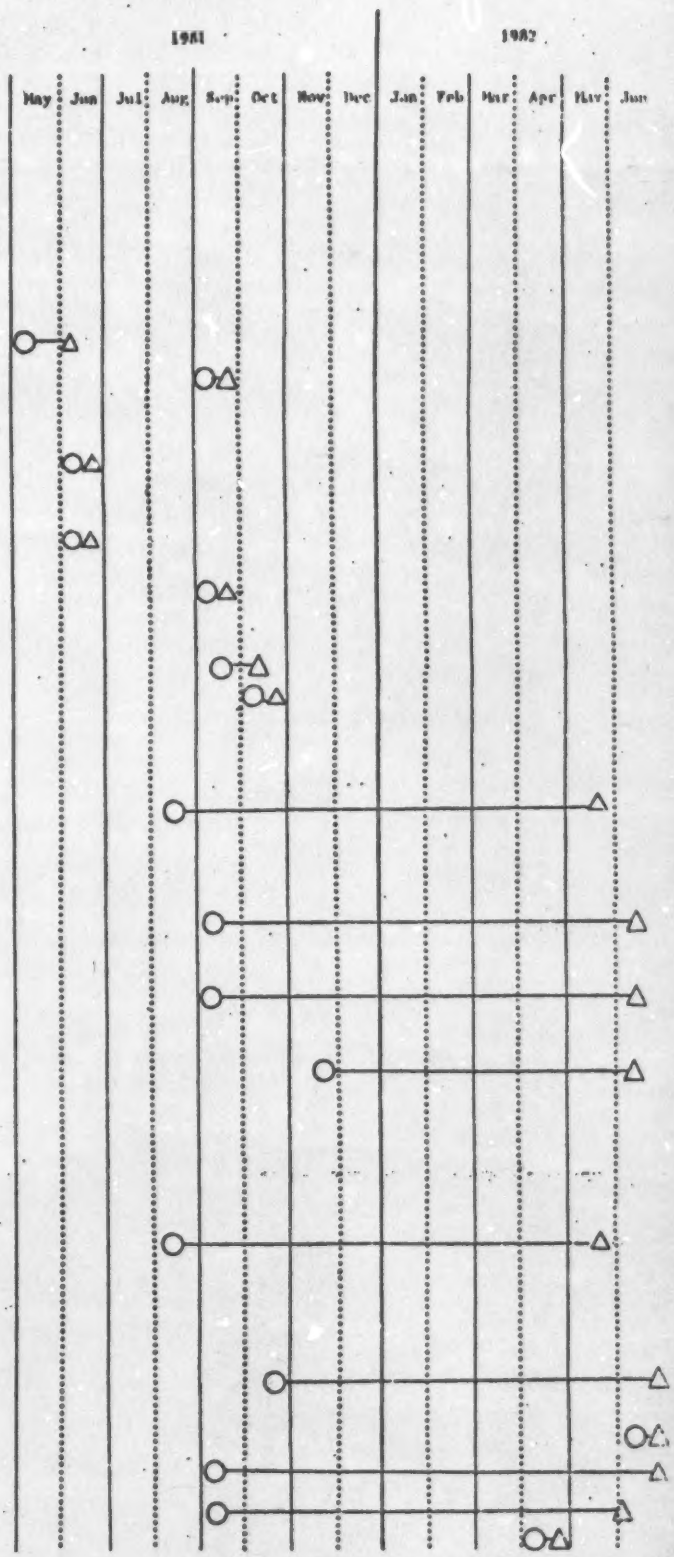
District staff, principals and teachers should be available for interviews (not to exceed 4 hours/year).

District provides student achievement results to RBS.

Principal provides class rosters and observation schedules.

RBS collects additional observational data in classrooms.

Teachers complete a Content Summary Sheet at time of Spring testing.



BEST COPY AVAILABLE

to the time allotted for instruction. Further, principals and central office staff were taught to work with teachers on a continuing basis to support classroom efforts to carry out instructional improvement plans.

The second major aspect of the program dealt with time management. The importance of time and its management by the teacher cannot be overstated. Principals and teachers were instructed in the value of time management and about different measures of classroom time (student engaged time, allocated time, and engagement rate). A process and plan for principals' collection of data on student use of classroom time was established as part of the administrators' responsibility. Principals were given training in how to assist teachers to improve student engaged time according to the needs of their individual classrooms.

Continued support of the principals was given by RBS and central office administrators. Emphasis was given to the skills and techniques needed to train teachers and provide positive and substantive support to them. Principals needed to focus on the decision-making process for instruction, i.e., the four-phase improvement cycle: observation of the classroom, identification of opportunities for improvement through comparisons of observation data to research, selection of strategies to achieve the desired improvement, and implementation of these strategies. Principals received techniques for consulting with teachers, for scheduling classroom observations, and for identifying resources needed by teachers.

Implementation was an ongoing process of give and take with emphasis on the critical classroom variables. This part of the process required monthly meetings at the district level and at the school level. Principal and central office staff scanning of classrooms for student engaged time was integral to the implementation.

The initial training process took six full days with two hour sessions planned for each month during the school year. The implementation of the program was not easy. In fact, the program was viewed with great skepticism by every segment of the educational community within the district. However, armed with the recent research on effective schooling and having no other possible options for success, the program was introduced.

In New Brunswick, the superintendent assumed the role of educational leader of the district, and secured the conditions described by Pincus and Williams (1979) for program implementation by (1) developing and nurturing a zone of tolerance by tying the superintendent's position to goal achievement and by personally participating in the training process (as trainee and trainer); (2) facilitating planning and delivery by setting major objectives for everyone (beginning with the superintendent); (3) tying the inservice resources and direction to Achievement Directed Leadership; (4) sharing benefits by publishing achievement outcomes and tying them to program use and giving credit to the principals and teachers within the schools; and finally (5) institutionalizing the program through regular conferences and seminars with principals.

The key to the program installation and implementation was the leadership of the superintendent. The leadership and power of the position provided the flexibility, influence, and direction needed to introduce and sustain the program. Many meetings and compromises were necessary to gain the involvement of the principals and teachers in the program. For example, a monthly meeting was established with the leadership of the teachers' association and principals' association to discuss, modify, and review the program before implementation. Further, each phase of the program was

reviewed before the process was introduced to the general educational community. Numerous meetings were held with teachers throughout the district, as well as meetings in the superintendent's office.

After the test results were published much of the concern and need for reassurance disappeared. It would appear that with success comes acceptance. Problems still exist and constant attention is given to maintaining the initial effort. However, the problems are routine and now a part of the administrative responsibility within the district.

The outcomes of the collaborative effort of RBS and the New Brunswick Public Schools have been impressive. The district has improved dramatically in test scores as reported by the MBS and CAT (see Student Achievement Charts).

Besides test scores, the district also accomplished the following:

- improved elementary school students' skills in reading and mathematics
- production of curriculum documents aligned with standardized achievement tests and student minimim competency tests for grades 1-12
- delivery of awareness level training based on effective classroom and effective schools research for all teachers
- delivery of on-going training and staff development for instructional leadership--planning, training, and supervising--for principals and curriculum supervisors
- planning and institution of monitoring procedures and practices designed to attend to the critical classroom variables at the classroom, school, and district levels
- institution of policies to facilitate instructional planning, e.g., quarterly topic plans, lesson plans, teacher/principal conferences, data-based staff development activities, and test score analysis.

An analysis of the district's ability to implement the ADL program, with reference to the elements necessary for innovation as cited by Pincus

New Brunswick School District
Student Achievement Scores and Program Implementation

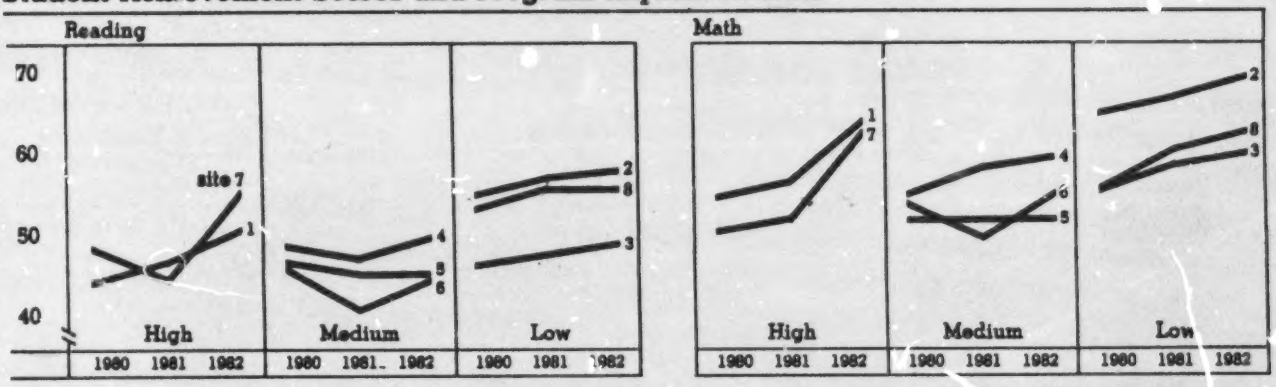


Figure 2. Relationship of reading and math achievement gains (in normal curve equivalent scores, or NCEs) on the California Achievement Test, to program implementation (high, medium or low).

New Brunswick School District
% of Students At or Above Grade Level
1981-1982

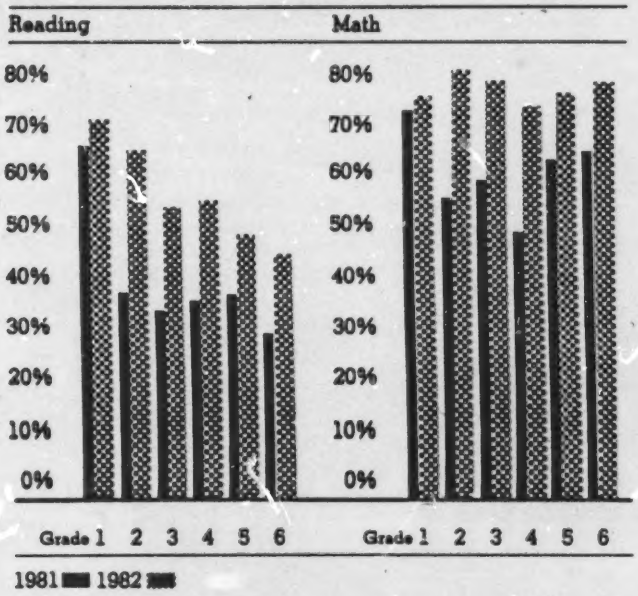


Figure 1. California Achievement Test results, grades 1-6, 1981 and 1982.

The above reports have been excerpted from *Instructional Improvement News*, Winter, 1982-83, Vol. 3, No. 3, published by Research for Better Schools, Inc., 444 North Third Street, Philadelphia, Pennsylvania.

and Williams, seems to indicate that: (1) a zone of protective tolerance existed in the district in 1981. Conditions were favorable for change and innovation because of low morale and low test scores; (2) the new superintendent was at the right place at the right time and was himself a change-oriented leader; (3) the collaborative effort of RBS helped create the necessary delivery system for successful change; and (4) the entire system benefited from the program, both in instructional knowledge and outstanding improvement in test scores on the MBS and CATs. Finally, in maintaining stability of the process, the training of district staff and internalizing the process, the district has institutionalized the program.

Finally, there are aspects of the program that go beyond hard data. The district is now recognized as a leader in urban programming. The negative pale that once characterized the district is gone. The overall morale of the district is improved and it is widely accepted as a district on the move in the right direction.

BIBLIOGRAPHY

Armor, D., Conry-Oseguera, P., Cox, M., King, N., McDonnell, L., Pascal, A., Pauly, E., & Zellman, G. (1976). Analysis of the school preferred reading program in selected Los Angeles minority schools. Santa Monica, CA: Rand Corporation.

Austin, G. R. (1979). Exemplary schools and the search for effectiveness. Educational Leadership, 37(1), 10-14.

Brickell, H. (1961). Organizing New York State for educational change. Albany, NY: New York State Department of Education.

Brookover, W. B., Beady, C., Flood, P., Schweitzer, J., & Wisenbaker, J. (1979). School social systems and student achievement: Schools can make a difference. New York: Praeger.

Brookover, W. B., Brady, N. M., & Warfield, M. (1981). Educational policies and equitable education: A report of studies of two desegregated school systems. In R. L. Green (Project Director), Procedures and pilot research to develop an agenda for desegregation. East Lansing, MI: College of Urban Development, Center for Urban Affairs, Michigan State University.

Brookover, W. B., & Lezotte, L. W. (1979). Changes in school characteristics coincident with changes in student achievement: Executive summary. East Lansing, MI: Institute for Research on Teaching, Michigan State University. (ERIC Document Reproduction Service No. ED 181 005)

Brookover, W. B., & Schneider, J. M. (1975). Academic environments and elementary school achievement. Journal of Research and Development in Education, 9, 82-91.

California State Department of Education. (1980). Report on the special studies of selected ECE schools with increasing and decreasing reading scores. Sacramento, CA: Office of Program Evaluation and Research.

Clark, D. L., Lotto, L. S., & McCarthy, M. M. (1980). Factors associated with success in urban elementary schools. In W. R. Duchett et al., (Eds.), Why do some schools succeed? The Phi Delta Kappan study of exceptional urban elementary schools. Bloomington, IN: Phi Delta Kappan.

Coleman, J. S., Campbell, E., Hobson, C., McPartland, J., Mood, A., Weinfield, F., & York, R. (1966). Equality of educational opportunity. Washington, DC: United States Government Printing Office.

Coleman, J. S., Hoffer, T., & Kilgore, S. Public and private schools. (1981). Chicago: National Opinion Research Center, University of Chicago.

Cohen, M., & Manasse, A. L. (1982). Improving conditions for principal effectiveness. Unpublished manuscript. Washington, DC: National Institute of Education.

Edmonds, R. R. (1979). Some schools work and more can. Social Policy, March-April, 28-32.

Edmonds, R., & Frederiksen, J. (1979). Search for effective schools: The identification and analysis of city schools that are instructionally effective for poor children. Cambridge, MA: Center for Urban Studies, Harvard University.

Katz, M. B. (1975). Class bureaucracy and schools: The illusion of educational change in America. New York: Praeger.

Kean, M. H., Summers, A. A., Raivetz, M. J., Faber, E., & Irvin, J. (1979). What works in reading? The results of a joint school district/federal reserve bank empirical study in Philadelphia, PA. Philadelphia: The School District of Philadelphia.

Lipham, J. A. (1981). Effective principal, effective school. Reston, VA: National Association of Secondary School Principals.

Morris, V. C., Crowson, R. L., Hurwitz, E., & Porter-Gehrie, C. (1981). The urban principal: Discretionary decision making in a large educational organization. Chicago: University of Illinois.

Murnane, R. J. (1981). Interpreting the evidence on school effectiveness. Teachers College Record, 83(1), 19-36.

New York State Department of Education. (1974). Reading achievement related to educational and environmental conditions in 12 New York City schools. Albany, NY: Division of Education Evaluation.

Pincus, J., & Williams, R. C. (1979). Planned change in urban school districts. Phi Delta Kappan, 60(10), 729-733.

Rutter, M., Maughan, B., Mortimore, P., Ouston, J., & Smith, A. (1979). Fifteen thousand hours: Secondary schools and their effects on children. Cambridge, MA: Harvard University Press.

Sarason, S. B. (1971). The culture of the school and the problem of change. Boston: Allyn and Bacon.

Spartz, J. L., Valdes, A. L., McCormick, W. J., Myers, J., & Geppert, W. J. (1977). Delaware educational accountability system case studies: Elementary schools grades 1-4. Dover, DE: Delaware Department of Public Instruction.

Spicer, E. H. (1977). Human problems in technological change. In R. H. Laver, (Ed.), Perspectives on social change. Boston: Allyn and Bacon.

Staff. (March, 1983). States taking initiative in school improvement. ASCD Update, pp. 1-3.

Staff. (Fall, 1981 - Winter, 1982). Change models out of touch with school reality. Wisconsin Center for Education Research News, pp. 10-11.

Weber, G. (1977). Inner city children can be taught to read. Washington, DC: Council for Basic Education.

Venezky, R. L., & Winfield, L. F. (1979). Schools that succeed beyond expectations in reading (Studies on Education Technical Report No. 1). Newark, DE: University of Delaware. (ERIC Document Reproduction Service No. ED 177 484)